Unesco Chronicle

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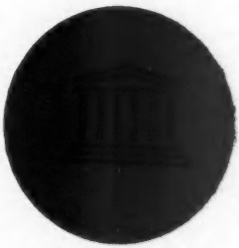

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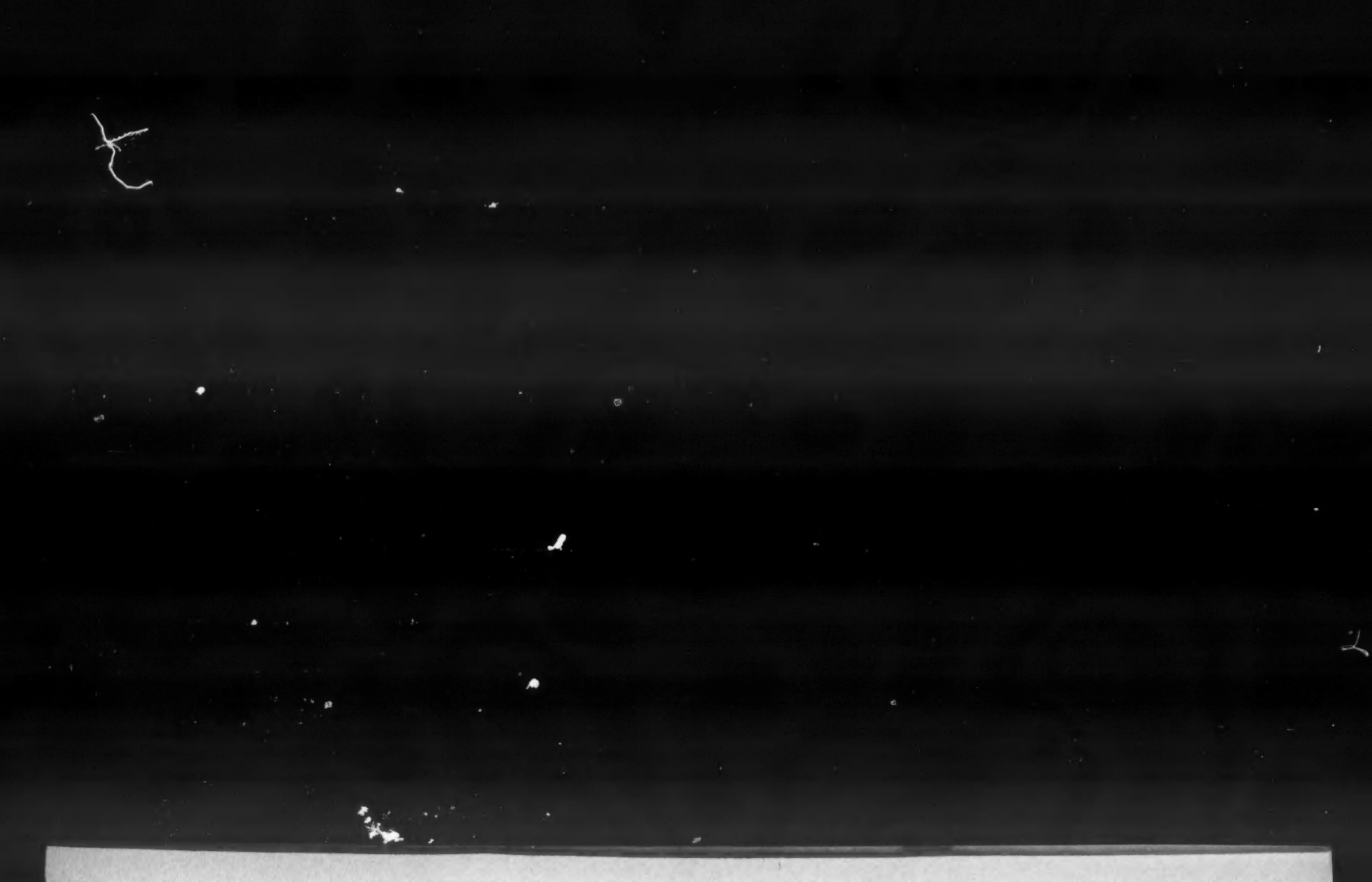

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Cultural Activities in Community Life

JEAN THOMAS
Assistant Director-General

In proposing that community development should take priority amongst the activities of the agencies of the United Nations, the Economic and Social Council doubtless had in mind the economic, educational and social aspects of this vast undertaking. The development of agriculture and industry through the use of bolder and more rational methods, the extension of primary education, technical and vocational training and fundamental education, the improvement of public health and hygiene as well as of working conditions, are indeed amongst the major concerns of all States; they are, however, more urgent and imperative in countries which are not yet fully developed. Whether the community be that of the nation as a whole, the town or the village, there is scarcely a country in Asia, Africa or Latin America that has not felt the need of bringing all its resources to bear on the gradual solution of the above essential problems. By offering these countries aid from international organizations, either as part of their regular programmes or under the Technical Assistance programme, the Economic and Social Council was thus endeavouring to meet universal desires and needs.

But the improvement of community living conditions covers more than economic and social questions. It has other aspects, which have long been recognized by the United Nations and which are defined in the Universal Declaration of Human Rights: 'Everyone has the right freely to participate in the cultural life of the community.' By the specific mention of this freedom amongst the fundamental rights of man, the countries which signed the declaration recognized that cultural life is not a combination of luxury activities but that it is as necessary to the development of the human individual as access to education, payment for work, and freedom of conscience and expression. The same applies to community life. All is not done when the inhabitants of a town or village have been guaranteed work, wages, food and lodging suited to their needs or their abilities; other requirements must still be satisfied—requirements peculiar to man, which allow of the free development of intelligence, feeling and taste, and which we group under the ambiguous name of 'culture'. It is for this reason that Unesco offers its Member States opportunities for international co-operation in all the branches, and using all the techniques, of cultural life.

Anyone who has learnt to read, whether at school age or as an adult, must have access to books suited to his capacities if he is not to slip back very quickly into his illiterate state. The most democratic way of meeting this need is to increase the numbers of public libraries such as town or village libraries, travelling libraries and library vans. From its earliest days Unesco has carried out an active public opinion campaign, organized seminars and published handbooks to encourage governments, local authorities and educators to set up or improve libraries, so that they become centres of culture for the people. Suiting the action to the word, Unesco has opened public libraries in India and Colombia, with the co-operation of the governments and local communities in those countries, and is soon to open another in Africa.

These experiments have brought to light a further problem, common to many countries whose original cultures—however ancient and rich—have been handed down through the centuries mainly by word of mouth, and where, the number of illiterates remaining consequently very high, books have always been the privilege of a select few. As a result of this, the number of publications issued and distributed in these countries is hopelessly inadequate by comparison with the enormous needs of the community. In such countries, the State and the regional or local authorities have had to set up institutions or appeal for voluntary help. However, owing to a lack of technicians and of rational methods of production and distribution, as well as to the fact that the public is as yet unaccustomed to reading, progress is generally very slow and results so far are meagre.

Unesco has therefore included in its programme a project of very wide scope for the provision of advice and assistance to those Member States whose need is greatest in the establishment of publishing and translating units and in the application of cheap methods of printing and distribution, or in other undertakings of all kinds calculated to give authors, publishers and distributors of books and periodicals an opportunity of reaching and attracting as wide a public as possible.

In community life there are other forms of culture which do not encounter such serious obstacles, because reading is not necessary for their development. Generally speaking, the visual arts, handicrafts, music, dancing, singing and drama are among the richest and deepest-rooted elements of the traditional culture of any country. It is from them that the observer is most likely to be able to build up a true picture of the national genius, not only on festive or ceremonial occasions but also in the familiar surroundings of family or professional life. The Benares weaver, the Mexican basket-maker, the embroideress, the Moroccan artisan working in leather, brass or silver, the Japanese fan-painter, are all just as worthy exponents of their national

culture as the singer, dancer or musician, and they are more intimately bound up with the daily life of their town or village.

To say that these handicrafts are on the decline, that they are daily giving way under the pressure of modern techniques, is a commonplace. Traditional music and folk music find it hard to hold their own against imported films and records, while the work of the artisan, which is slow and therefore costly, even when poorly paid, is being replaced by mass production. It would be useless to set ourselves against this inevitable change—which arises from technical progress—or to attempt to put obstacles in its way. By comparison with economic and social needs on such a scale, longing for a vanished past, regret for an outmoded picturesqueness, and even the most legitimate national pride, are of little account.

Without, however, rejecting inevitable change, and without putting obstacles in the way of economic and social progress, the best authorities are unanimous in warning against the danger of universal standardization, which would tend to destroy beauty and to bring about a disregard for artistic values and the abandonment of the individuality of a culture. In most places an effort is being made—with varying degrees of success, it must be admitted—to preserve, even in industrial products, something of the quality, the taste and the personality of the work of the artisan. Recent experience gained in Unesco's service, in countries as different yet as resolutely in favour of modern techniques as Japan and Poland, has convinced me that the State and the local community have everything to gain from a satisfactory solution of these problems, from the point of view not only of the harmonious development of cultural life but also of the achievement of a well-balanced economic and social life. Here, education offers the only real hope, and both the school and adult education courses can help.

In the last few years, people have come more and more to realize that permanent museums and temporary exhibitions are amongst the most effective instruments for the dissemination of culture. For too long museums have been content to house treasures jealously guarded from the public, on the plea of making sure of their preservation. Museums and exhibitions are now open to all members of the public and welcome their visits. Museums of art, history, folklore, science and technology are increasing in numbers and branching out; exhibitions are travelling from town to town and from village to village—exhibitions of original objects or of reproductions, photographs, models, scientific instruments and apparatus, accompanied by films and recorded commentaries.

Effective though these methods of dissemination undoubtedly are, they are still surpassed by films, radio and television. Most of us are somewhat diffident about recalling this fact. But these techniques have been used so recently, with terrible success, for stirring up racial prejudice and war, that

we now hesitate to have recourse to them even for the most peaceful and disinterested purposes. Here we are up against the perpetual conflict between cultural totalitarianism and liberalism: how far can the community go in the organization of cultural life without imperilling intellectual freedom? This is one of the problems that we cannot hope to solve without going once more into the whole question of fundamental ideologies.

Unesco's task in this case is not to provide radical solutions. But by research, by exchanges of information, experience and examples, and by the provision of technical aid, the Organization can and must contribute to that raising of the cultural level which, in all communities, is a condition of social progress. It can also take care that these cultural communities do not become watertight cells, cut off from the rest of the world, but that, on the contrary, they are open to all appeals from outside, to all exchanges and comparisons. For, beyond rural, urban, or national communities, Unesco's constant thought must be for the community of mankind.

Unesco and Youth

Pierre François
of the Department of Education

Since 1948, Unesco's Youth Programme has had two main objectives: to contribute to the extension of education for international understanding and co-operation by providing the necessary training for leaders of youth movements, and to encourage the participation of young people in the economic and social development of the communities in which they live or happen to be at work. Last November, an advisory committee consisting of 23 members met at Unesco's headquarters to study the programme and draw up a series of recommendations for the Director-General. This meeting of experts, chosen from amongst the leaders of international youth organizations and specialists from several Member States, provided an opportunity of taking stock of the results achieved since the foundation of Unesco and of the variety of methods used.

For instance, a specialized information service has been set up, to reply to requests for information, undertake research and prepare publications. In addition, a considerable amount of documentation is widely distributed, together with audiovisual aids for youth organizations. At several seminars, conferences and meetings of experts, fruitful discussions have taken place at the international level. Lastly, travel grants have been awarded and various coupon schemes instituted to encourage exchanges between young people and to facilitate the exchange of educational materials.

Unesco's work is chiefly carried out in co-operation with 30 international youth organizations or youth serving agencies, some of which receive technical and financial aid. In addition, the Secretariat has established contacts with 115 associations which sponsor voluntary work camps and with various national and local youth organizations in 74 countries and 34 territories. Since 1952, increasing attention has been given to the development of co-operation with governments of Member States and with National Commissions for Unesco. Up to the present, 25 National Commissions have set up sub-committees for youth or have included youth representatives amongst their members.

The improvement of methods of out-of-school education

Whilst establishing this steadily expanding network, Unesco has continuously endeavoured to help youth groups to improve methods and programmes of

civic education and education for international understanding and co-operation. To this end, three regional Study and Information Seminars for Youth Leaders have been organized: the first at Rangoon in 1952, the second in Tokyo the following year, and the most recent at Ceiba del Agua (Cuba), in 1954. At each of these seminars, the participants studied the particular problems of young people in local and national communities as well as the main problems of international life. They exchanged information on measures to increase the participation of young people in the life and development of the community at all levels (local, national and international), and they were given some experience in the use of new educational methods. In 1952, Unesco also organized a seminar at Marly-le-Roi (France), for Youth Exchange Leaders, at which representatives from eight European countries studied ways of improving youth travel programmes and drew up a model training course for leaders of exchange programmes. Two years later, the Secretariat co-operated in the organization of a similar seminar at the Unesco Youth Institute (at Gauting, near Munich).

The Organization is just as concerned with the cultural development of young people as with the training of youth leaders. Thus, the International Seminar on the Role of Museums in Education (New York, 1952) studied among other matters the question of museums for young people. Likewise, among the subjects discussed at the International Seminar on the Teaching of the Visual Arts (Bristol, 1951), were the establishment of art clubs for young people and the training of qualified leaders to organize artistic activities within the various youth movements. A similar meeting on 'The Arts and Crafts in General Education and Community Life' was held in Tokyo in 1954; the participants studied in particular the operation of community art clubs and the training of organizers of artistic education.

Mention should also be made of several meetings of experts of a somewhat different nature. For example, meetings were held to discuss ways of improving the programmes of international relations clubs, the operation of international youth seminars, and fundamental education projects carried out with the co-operation of young people; there were also working parties to discuss 'active methods of education suitable for young workers' and 'methods of increasing the contribution of cultural activities to the education of youth for world citizenship'. 'Youth and Music' and 'Youth and the Theatre' were among the topics discussed at conferences organized by the International Music Council and the International Theatre Institute, with the help of Unesco. In 1949, methods of disseminating scientific knowledge among young people were discussed at an international meeting of science club leaders.

As part of its efforts to improve methods of out-of-school education, Unesco has brought out or subsidized several publications for the use of youth

leaders.[1] It has also assembled and distributed sets of documents on leisure-time activities, the practical applications of science, the construction of simple science kits, major social and international problems, etc. Between 1 January and 1 September 1955, nearly 2,000 sets of documents were sent out to clubs or youth groups in 73 countries and 34 territories.

Too often youth has developed only in an empirical fashion, with youth educators taking no account of the advances made in psychology and sociological investigations. To facilitate the task of the educator, Unesco has made two pilot studies of young people: one, on the attitudes of German youth, was begun by Dr. K. Pipping (Finland) and completed under the auspices of the Unesco Social Sciences Institute in Cologne;[2] the other, dealing with the postwar generation in Japan, was carried out by Professor J. Stoetzel (France) and Dr. Voss (Netherlands).[3]

In addition, Unesco has set up at Gauting (Germany) and International Youth Institute, to undertake research on youth problems and youth organizations. At the same time, the Institute at Cologne encourages co-operation between social scientists and educators in dealing with these same problems.

INTERNATIONAL UNDERSTANDING AND THE SENSE OF SOCIAL RESPONSIBILITY

Unesco gives special support to certain educational activities which have proved useful in developing in young people a sense of social responsibility and of international understanding and co-operation. In this connexion, efforts have been made to associate youth organizations with the fundamental education programme. This programme, for the implementation of which Unesco is responsible, is based on the idea that problems relating to health, housing, illiteracy and agriculture are closely bound up with one another, and that, as far as possible, education should tackle them all simultaneously. Young people have shown on several occasions that they can co-operate very usefully in campaigns of this kind. Thus, in the Island of Mauritius, the Young Christian Workers have taken part in the campaign against illiteracy.

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1. Unesco publications: *International Relation Clubs and Similar Societies* (English, French); *Organizing International Voluntary Work Camps* (Arabic, English, French, German, Spanish); *The Education of Youth for International Understanding and Co-operation* [Education Abstracts, Vol. VI, No. 6, June 1954] (English, French, Spanish); *The Out-of-School Education of Young People for Social Responsibility* [Education Abstracts, Vol. III, No. 5, May 1955] (English, French, Spanish); *Youth and Fundamental Education* (English, French, Spanish).

   Publications subsidized by Unesco: *International Exchange of Correspondence between Young Adults* [International Federation of Organizations for School Correspondence and Exchange] (Bilingual: English and French); *Museums and Youth* [International Council of Museums] (English, French); *Theatre and Youth* [International Theatre Institute] (Bilingual: English and French).
2. *Gespräche mit der Deutschen Jugend* (Ejnar Munksgaard, Copenhagen, 1955).
3. *Without the Chrysanthemum and the Sword* (Heinemann-Unesco English edition and Plon-Unesco French edition).

In India, the World University Service has organized a social service camp for students. In the Philippines, the Youngs Women's Christian Association has come to the assistance of the inhabitants of a slum area. In Greece, the Central Mennonite Committee is helping the peasants to improve their farming methods. In Algeria, the Service Civil International has extended its social service programme. In Mexico, the American Friends Service Committee co-operates with the Government. In Ceylon, a United Nations expert has organized young farmers' clubs. A group training course in fundamental education was organized by Unesco in 1953, near Mysore (India); the trainees, most of whom were under 30 years of age, studied useful educational methods, visited field programmes, and undertook practical work in the villages.

Because international voluntary work camps offer an excellent opportunity for social service as well as international education, Unesco has promoted their development by disseminating information. Since 1953, this information service has been operated by the Co-ordination Committee for International Voluntary Work Camps. To facilitate co-operation between organizations sponsoring work camps (25 in 1948 and 115 in 1955), Unesco has convened up to the present eight conferences. In addition, on several occasions the Organization has facilitated the training of the leaders required by helping to organize international courses.

Unesco's Gift Coupon plan has given many youth groups in a dozen donor countries an opportunity to assist specific educational projects in needy areas, particularly in Asia, Africa and Latin America. Gift coupons, a form of international 'cheque', have made it possible for groups such as youth organizations, primary schools and institutions for handicapped children to purchase without difficulty the educational equipment needed from abroad.

Further, Unesco encourages the development of educational travel and study abroad. Information designed to facilitate the work of groups promoting educational travel and study abroad for young people is published periodically in certain handbooks: for instance, *Study Abroad* contains information on more than 50,000 scholarships and fellowships; *Vacations Abroad* gives details of opportunities for short-term educational travel and study abroad; lastly, *Travel Abroad* gives all the necessary information concerning frontier formalities and special facilities for educational travel.

During 1953, Unesco launched a Travel Coupon scheme to facilitate travel abroad for educational purposes by young people who are nationals of soft currency countries. The coupons may be purchased with local currency in the following countries: Belgium, Cambodia, Canada, El Salvador, France, German Federal Republic, Israel, Laos, Monaco, Netherlands, Switzerland, United Kingdom, United States of America, Uruguay, Viet-nam. Since 1952, moreover, a programme of Youth Travel Grants has facilitated the long-distance travel of youth leaders to meetings and other educational events

sponsored by international youth organizations. During 1955 alone, approximately fifty youth leaders were awarded travel grants.

In order to concentrate these activities, of which no more than a brief outline can be given here, Unesco is now establishing a system of Associated Youth Enterprises. The same programme is no longer to be submitted indiscriminately to all international youth organizations, to all youth subcommittees of National Commissions, and to all specialized government services; an effort is being made to discover, for each of these institutions, a special form of co-operation suited to the part of its programme which coincides with that of Unesco—particularly with respect to education for international understanding and for social responsibility. Still more, this system is to be concerned with local undertaking of a practical and experimental nature. These undertakings must serve as pilot projects for the organizations which assume responsibility for them, and they must contribute to the advancement of out-of-school education for young people by focusing attention on the work of youth organizations and youth-serving agencies, which is often overlooked, by substituting conclusive and proved facts for empirical data, and by giving wide publicity to new activities and methods. The Consultative Committee on Youth Work has already considered a preliminary list of 34 proposed associated youth enterprises, of which 27 were submitted by international youth organizations and 7 by governments or National Commissions.

Now that Unesco is about to celebrate its tenth anniversary, it would be interesting to discover whether its work on behalf of youth has borne fruit. While it is difficult to evaluate results with any precision, it would seem that they are observable in certain spheres. Unesco does not, of course, lay claim to all the credit for this success. Here, as in other cases, the Organization has been working in accordance with the mission prescribed for it and its efforts have mainly consisted in stimulating, promoting and encouraging....

It may, however, be said that international youth organizations, irrespective of their ideologies or methods, have learnt to appreciate one another, to use the experience they have gained to their mutual advantage and to rise above their differences, so that they have now reached the stage of healthy emulation. Thus, young people, whether from the so-called advanced countries or from the economically underdeveloped countries, by co-operating in fundamental education projects, have found opportunities to give free play to their generous impulses and to their desire for action. A truly international campaign has been set on foot—one of those healthy campaigns which sets before young people useful aims the pursuit of which is calculated to broaden their experience and revive their confidence in mankind.

N E W S I T E M S

Executive Board

REPORT ON THE FORTY-SECOND SESSION
(Paris, 9-26 November 1955)[1]

The Executive Board of Unesco held its forty-second session in Paris, from 9 to 26 November 1955, under the chairmanship of Sir Arcot L. Mudaliar (India), assisted by Dr. Vittorino Veronese (Italy), Vice-Chairman [deputy: Mr. G. F. Pompei]. The following also took part in the work of the session: Dr. Mohamed Awad (Egypt), Dr. Frans Bender (Netherlands), Professor Paulo E. de Berredo Carneiro (Brazil), Dr. Juan Estelrich y Artigues (Spain), Dr. Orestes Ferrara Marino (Cuba), H.E. Mr. Toru Haguiwara (Japan) [deputy: H.E. Mr. Matsui], Professor Henri Laugier (France) [deputy: Mr. J. P. Cabouat], Mgr Jean Maroun (Lebanon), H.E. Dr. José Ricardo Martinez Cobo (Ecuador), Professor Nathaniel V. Massaquoi (Liberia), Professor Jakob Nielsen (Denmark), H.E. Mr. G. A. Raadi (Iran), Dr. Maria Schlueter-Hermkes (German Federal Republic), Mr. S. M. Sharif (Pakistan), Mr. Alexander V. Solodovnikov (Union of Soviet Socialist Republics) [deputy: Mrs. L. I. Iljina], Dr. Athelstan F. Spilhaus (United States of America [deputy: Mr. Trueblood] and Sir Ben Bowen Thomas (United Kingdom) [deputy: Mr. F. R. Cowell]. Professor Oscar Secco Ellauri (Uruguay), Vice-Chairman, Professor Herman Johannes (Indonesia) and Mom Luang Pin Malakul (Thailand), who were unable to attend, were represented by H.E. Mr. J. Nogueira, Dr. Kuntjoro and Mrs. A. Meesook respectively.

Representatives of the United Nations (Mr. David Blickenstaff), the International Labour Organisation (Mrs. L. Jouhaux), the World Health Organization (Dr. Hafezi), the United Nations Food and Agriculture Organization (Mr. A. G. Orbaneja), the Universal Postal Union (Messrs. Hess and Radice), the International Civil Aviation Organization (Mr. L. Bedin) and the World Meteorological Organization (Mr. P. Martin de Viviès) were also present. The Council of Europe sent two observers (Messrs. Crivon and Leleu). The Unesco Secretariat was represented by the Director-General, Mr. Luther Evans, and several officials.

After adopting the proposed agenda and approving the minutes of its forty-first session, the Board heard a report by the Director-General on the

1. This report follows the agenda adopted by the Board. It is based on document 42 EX/Decisions, which gives all the necessary references to the working papers prepared for the discussions and to the reports approved during the session.

activities of the Organization since the month of March; it noted with satisfaction the progress reported.

The members of the Board also considered the report of the special committee set up to study the question of the organization and methods of work of the General Conference.[1] This report contains a number of proposals designed to bring about an improvement in the procedure by which the General Conference examines the Draft Programme and Budget of the Organization, and the use of more rational methods in carrying out the tasks for which the Conference is responsible. The Board decided to adopt this document, with some amendments and additions, as the basis of the report which it would submit to the General Conference at its ninth session, to be held next November. It was also agreed: (a) that the Board should consider at its forty-third session the reports of the Director-General on the activities of Unesco during the years 1954 and 1955; (b) that the Director-General should prepare his interim report on the period from 1 January to 30 June 1956 for distribution by 1 October to Member States and the members of the Executive Board; (c) that the reports of Member States covering the period from 1 January 1954 to 31 December 1955 should reach the Secretariat not later than 1 April 1956.

Following on its decisions of last March, the Board approved further amendments to its Rules of Procedure. It then nominated Dr. Bender as its representative at meetings of the Headquarters Committee until 31 December next.

The Board was mainly concerned with a preliminary examination of Unesco's programme and budget for 1957 and 1958. The Director-General pointed out that the distinction between the 'general activities' of the Organization —which ensure the continuity of its programme—and its 'special activities' was to be maintained. The latter would be divided into three categories: 'Activities initiated by the Organization', 'Aid furnished to Member States at their request' and 'Major projects'. The major projects—which were the principal new feature of the programme in preparation—must be of sufficient magnitude 'to ensure, wthin a given time, substantial and practical results in the solution of important problems'; they would also usually involve the co-operation of different disciplines.[2] The Director-General submitted to the Board four projects of this kind, relating: (a) to the training of Normal School staff and educational administrators and specialists in Latin America; (b) to the extension of scientific research on arid lands; (c) to the mutual appreciation of Eastern and Western cultural values; (d) to reading material for new literates.

The Executive Board took note of and approved the Director-General's proposals concerning the preparation of the proposed programme and budget; it requested that account should be taken of the comments made in the course of the discussion. With respect to the major projects, the Board noted with satisfaction the Director-General's statement and requested him to take into consideration the comments of the members of the Board in further negotiations with the governments concerned and in the preparation of the relevant part of the proposed programme and budget for 1957-58.

The Board took several decisions concerning the execution of the present

1. See *Unesco Chronicle*, Vol. I, No. 1, p. 9.
2. See *Unesco Chronicle*, Vol. I, No. 4, pp. 3-8.

programme. It authorized the Director-General to co-operate: (a) with the Government of Thailand, in setting up a rural teacher-training college in liaison with the Thailand-Unesco Fundamental Education Centre (TUFEC); (b) with the Indian authorities in the creation of a National Fundamental Education Centre, to be set up in New Delhi.[1] The Board was also called upon to decide on the location of a third project, for assisting an Asiatic Member State to set up in Asia a Research and Information Centre on the teaching of languages of wide communication. The Director-General was requested to re-examine this project in the light of further information received from the States concerned. In addition the Board noted with satisfaction the progress report on the execution of the programme of aid to Member States from 15 March to 1 November 1953;[2] the Director-General was requested to take account, in the execution of this programme and in the preparation of future reports, of the comments made in the course of the discussion.

After having expressed its agreement with the action taken in preparation for the Regional Conference on Free and Compulsory Education in Latin America, to be held in Lima next April,[3] the Board, at the suggestion of the Director-General, approved on a provisional basis the draft statutes of the International Advisory Committee on the School Curriculum.[4] It then examined two reports on the last three meetings (March, July and November 1955) of the Unesco-IBE Joint Committee and approved *inter alia* (a) the invitation, to future sessions of the International Conference on Public Education, of Associate Members of Unesco (the Gold Coast, Sierra Leone, the British Caribbean Group, the Malaya-British Borneo Group); (b) the full simultaneous interpretation, at the Nineteenth Conference (in Geneva next July) of speeches made in English, French, Russian and Spanish. The Board decided to defer, until its forty-third session, consideration of the question of the representation of the People's Republic of China at the International Conferences on Public Education.

The Executive Board also took note of the report by the Director-General and of his statement on action taken by Unesco to further the peaceful use of atomic energy, as well as of the relevant resolutions adopted by the General Assembly of the United Nations at its tenth session. It invited the Director-General: (a) at meetings of the Administrative Committee on Co-ordination (ACC) and of its sub-committees, to proceed along the lines indicated in his statement, and to report to the Board, at its next session, on progress achieved in this connexion; (b) in the light of the views expressed by members of the Executive Board, to include in the draft programme for 1957-58 such proposals regarding basic research in this and related scientific fields, training of specialists and diffusion of scientific knowledge, as may be deemed necessary in order to ensure an effective participation of Unesco in a co-ordinated programme of the United Nations and Specialized Agencies for the peaceful utilization of atomic energy.

The draft statutes of the International Advisory Committee on Marine Sciences[5] were approved on a provisional basis. The Board then expressed its

1. See below, p. 65.
2. See below, p. 64.
3. See below, p. 63.
4. See below, p. 62.
5. See *Unesco Chronicle*, Vol. II, No. 1, p. 23.

agreement with the proposals put forward by the International Advisory Committee on Arid Zone Research in regard to the modification of its statutes. It also decided that the subvention of $5,000 granted for 1955-56 to the Preparatory Committee of the International Computation Centre should be used: (a) for the organization of a scientific and technical symposium on methods of mechanical computation in use in the different countries; (b) for the continuation of studies relating to the equipment of the future centre.

The Executive Board noted with satisfaction the preliminary negotiations undertaken by the Director-General with the Government of India and other governments concerned, with a view to establishing a Research Centre for South Asia on the Social Implications of Industrialization. The Board agreed that the Centre should be established, in India, in January 1956. It decided that the Centre should receive support from Unesco for an initial period of three years. Further, it requested the Director-General to give consideration to the recommendations of the Advisory Meeting held in New Delhi from 12 to 14 September last, relating to the functions, structure, methods of work and staffing of the Centre, and to make appropriate arrangements, including provision in the proposed budget for 1957-58 to cover Unesco's share of the cost of this new institution.[1]

The Board had before it the proposals made by the Belgian and Italian Governments with regard to the location on their respective territories of the International Centre for the Study of the Preservation and Restoration of Cultural Property, which Unesco contemplates setting up.[2] It resolved to accept the offer of the Italian authorities, and authorized the Director-General: to conduct further negotiations with them in order to work out draft statutes for the Centre; to circulate the draft statutes to Member States, inviting them to indicate their intentions as regards their participation in the work of the proposed Centre and their contribution to its costs; to submit to the General Conference, at its next session, a general report on this question. The Board agreed to the proposed amendments to the Constitution of the International Advisory Committee on Bibliography. It then authorized the Director-General to communicate to the Director of the International Bureau of the Universal Postal Union (UPU) a series of proposals for the purpose of promoting the free flow of information and ideas. These proposals will be considered by the Executive and Liaison Committee of the UPU, which is to meet in Berne next April. The proposals will also be communicated to the Member States of Unesco, so that they may present them, if they see fit, to the Congress of the UPU.

The Board requested the Director-General to continue the consultations already begun with Member States and the UN, in order to elicit their views on the advisability of submitting to the General Conference of Unesco, at its next session, detailed proposals concerning the creation of an international fund for education, science and culture. It also noted with satisfaction the report by the Director-General on Unesco's participation in the United Nations Expanded Programme of Technical Assistance, from 15 January to 1 September 1955; it established a working party of seven members to prepare a report on the future of the Expanded Programme of Technical

1. See *Unesco Chronicle*, Vol. I, No. 5, p. 24.
2. See below, p. 62.

Assistance, for transmission by the Director-General to the Technical Assistance Board. Lastly, the Auditor's Report relating to the expenditure of technical assistance funds allocated to Unesco for the fourth financial period (1954) was approved.

The Executive Board took note of the Secretariat's proposals regarding the preparation of reports for the General Conference on the decentralization of Unesco's activities. In this connexion it authorized the Director-General to circulate: (a) to Member States and National Commissions in the Western Hemisphere, a questionnaire on the work of the Havana Regional Office; (b) to all Member States and all National Commissions, a questionnaire on the organization and activities of National Commissions. In regard to Unesco's relations with the United Nations and the Specialized Agencies, the Board noted with satisfaction the first report of the special committee set up to consider the draft comments by Unesco on the annual reports of Member States administering Trust Territories, whenever the Board was unable to do so; it instructed the committee to continue its work and to meet for this purpose in January 1956. The Board then considered a report by the Director-General on recent decisions of interest to Unesco taken by the Economic and Social Council, the Trusteeship Council and the Committee on Information from Non-Self-Governing Territories. Lastly, it approved the text of the comments made by the Secretariat of Unesco, at the request of the International Labour Organisation (ILO), on proposed international recommendations on vocational training in agriculture.

The Executive Board had before it several questions concerning international non-governmental organizations. It approved: (a) the proposed subventions for 1956—amounting in all to $627,950—submitted by the Director-General on behalf of 38 organizations; (b) certain modifications of the terms of subventions granted for 1954 and 1955. It also authorized the Director-General to renew, for one year, the formal agreements with nine organizations. In addition, the Board approved several transfers, both within the 1955 budget and from the 1955 to the 1956 budget. It took note of the Director-General's report on the financial situation of the Publications Fund, as well as of the Auditor's report on the accounts of the Organization for the financial period ended 31 December 1954.

The Executive Board considered various staff questions. Following on the judgments given in April and October last by the Administrative Tribunal of ILO in the complaints introduced by Mr. Du Berg, Mr. Leff and Mrs. Wilcox and Mrs Bernstein against Unesco, the Board decided to submit to the International Court of Justice, for an advisory opinion, three legal questions relating to the competence of the Administrative Tribunal in these cases and the validity of the judgments given. The Board also approved: (a) a transfer of funds within the 1955 budget to enable the Director-General to pay to Miss Froma, Mrs. Pankey and Miss Van Gelder the compensation awarded to them by the ILO Tribunal; (b) the advance by the Director-General from the working capital fund of the sums required to make an advance payment of one-third of the amount of compensation awarded by the Tribunal in the cases of Mr. Du Berg, Mr. Leff, Mrs. Wilcox and Mrs. Bernstein, on condition that the persons concerned undertake to pay back to the Organization the amount, if any, by which these payments exceed

any sum to which they are entitled on final settlement of these cases in accordance with the advisory opinion to be rendered by the International Court of Justice.

The Board requested the Director-General to pursue his efforts to ensure an equitable geographical distribution of posts in the Secretariat. It then took note: (a) of a report stating that there is no justification, at the present time, for making a change in local salaries; (b) of the plans prepared for the celebration of the tenth anniversary of Unesco; (c) of the Director-General's final report on the liquidation of the International Institute of Intellectual Co-operation.

The Director-General was authorized to establish, from 1 January 1956, for a period of three years, a post of Unesco Representative to the United Nations, at the level of Assistant Director-General with the salary, representation allowance and diplomatic privileges attached thereto.[1]

The Board decided to accept the Spanish Government invitations to hold the forty-third session in Madrid, where it will meet from 9 to 20 April next.

Member States

PERMANENT DELEGATIONS TO UNESCO

Venezuela. Mr. Miguel Angel Soulès Unda has been appointed first secretary of the Venezuelan permanent delegation to Unesco, in succession to Dr. Juan Uslar Pietri.

Yugoslavia. Mr. Peter Segedin has been appointed permanent delegate of the Federal People's Republic of Yugoslavia and cultural attaché at the Yugoslav Embassy in Paris, in succession to Mr. Milan Dedinac.

National Commissions

Visits to the headquarters of the Organization. During the month of November, several members of National Commissions—amongst whom were seven Secretaries-General—visited Unesco Headquarters for study purposes and to attend the forty-second session of the Executive Board. Some of them also took part, during the first week of December, in the meeting of Directors of National Services for Cultural Relations. These were: Dr. Kurt Becsi (Austria), Mr. Hans Kjem (Denmark), Mr. Amin Hassan (Egypt), Dr. W. Platz (German Federal Republic), Messrs. Yoshio Muto and Okuda (Japan), Rune Eriksson (Sweden), F. R. Cowell, J. S. Arthur and Nevinson (United Kingdom) and Guy Lee (United States of America).

Cambodia. Mr. Kan-Tiourn has recently been appointed Secretary-General of the National Commission for Unesco.

1. See below, p. 60.

Cuba. The National Commission has set up a sub-committee to study the problems involved in geography teaching. This decision was taken as a result of the course of lectures on the teaching of geography in secondary schools, given in Havana, in December 1954, by Professor Louis François, Secretary-General of the French National Commission.

The National Commission is also organizing, in co-operation with the Unesco Regional Office, a symposium on the theatre, to be held in Havana from 18 to 26 October next.

France. The travelling exhibition 'Two Thousand Years of Chinese Painting', which Unesco has made available to the French National Commission, was shown in Mâcon in November, before being opened to the public in Dijon in January. In addition, the exhibition of reproductions of drawings by Leonardo da Vinci attracted almost 12,000 visitors to Le Clos Lucé, near Amboise, last summer.

Haiti. The National Commission for Unesco has appointed, from amongst its members, a sub-committee to deal with youth problems. This body includes representatives of students, young farmers and workers, as well as delegates from various organizations. This action was taken to give effect to the recommendations adopted at the conclusion of the seminar for youth leaders in Latin America, organized by Unesco at Ceiba del Agua (Cuba) in October 1954.

Panama. The composition of the National Commission, consisting of 15 members—of whom seven are nominated by the Government—has been partially changed; the eight new members elected represent the main national bodies concerned with education, science and the development of culture. The Minister of Education, Mr. Victor C. Urrutia, is Chairman, and Mrs. Otilia de Tejeira continues to act as Secretary-General.

Paraguay. A National Commission for co-operation with Unesco was set up last October. It is attached to the Ministry of Foreign Affairs and consists of 25 members. The Minister of Education is its Chairman, and Dr. Alberto Noguès, Director of the Department of Cultural Relations, is its Secretary.

Philippines. The committee set up within the National Commission for the purpose of studying youth problems has just published the first number of its information bulletin. This bulletin contains information on the activities of youth organizations in the Philippines, in foreign countries and in the international sphere.

Sweden. A 'Film-Day' was organized on 14 November last, at Saltsjöbaden, under the auspices of the National Commission for Unesco. Nearly 800 people—teachers, adult education specialists and leaders of youth movements—attended lectures and viewed films on the work of the United Nations, Unesco and the other Specialized Agencies.

A 'Unesco Week' was held in Karlstad, from 31 October to 4 November. On this occasion, about 600 teachers attended a series of lectures on the activities of Unesco, the teaching of history and the improvement of international understanding.

United States of America. Dr. Willard E. Givens, former Secretary of the National Education Association, succeeded Major-General Milton G. Baker last November as Chairman of the National Commission for Unesco.

Venezuela. Dr. Leonardo Diaz Gonzalez has recently been appointed Secretary of the National Commission for Unesco.

Secretariat

HEADQUARTERS SERVICES

DIRECTORATE-GENERAL

Visits to Member States

The Director-General spent the period from 14 to 31 October in Central America and the West Indies, visiting in turn Haiti, the Dominican Republic, Cuba, El Salvador, Nicaragua, Honduras, Guatemala and Mexico. Mr. Evans was received by the Presidents of the Republics of Haiti, the Dominican Republic and Honduras. In Haiti, the Dominican Republic, Guatemala and Mexico he had conversations with the Ministers of Foreign Affairs; he also had talks with the Ministers of Education of the eight countries he visited. This tour gave Mr. Evans on opportunity to meet many distinguished people concerned with Unesco's activities—in particular the members of National Commissions—and to measure the results of the Organization's work in this region, especially in regard to technical assistance.

From 2 to 4 November, the Director-General was present at working meetings of the United States National Commission and at its National Conference, in Cincinnati (Ohio). Before his visit to Central America, he had had conversations with officials of the State Department, in Washington.

Other Activities

On 7 November, the Director-General addressed, at Unesco's Headquarters, the opening meeting of the tenth session of the Advisory Committee on Arid Zone Research. On the same day he attended the first meeting of a study group of the International Institute of Administrative Sciences.

Mr. Evans was present at a luncheon, on 18 November, to mark the nineteenth session of the Unesco-IBE Joint Committee.

CONSTRUCTION OF THE PERMANENT HEADQUARTERS OF UNESCO

Laying of the Foundation Stone of the New Building

The ceremony of the laying of the foundation stone of the building which is to replace the Hotel Majestic as the Headquarters of Unesco in Paris took place on 23 November last. Speeches were made on this occasion by

Mr. Luther H. Evans, Director-General; H.E. Mr. Parra-Perez, Chairman of the Headquarters Committee; Sir Arcot L. Mudaliar, Chairman of the Executive Board; and Mr. Jean Chamant, Secretary of State for Foreign Affairs, on behalf of the French Government. H.E. Mr. Jaime Torres Bodet, Mexican Ambassador in Paris and former Director-General of Unesco, and Mr. Bernard Zehrfuss, one of the three architects who drew up the plans for the new building, also spoke.

Later, at Unesco's present Headquarters, the Director-General, on behalf of the Organization, and Mr. Chamant, for the French Government, formally exchanged the instruments of ratification of the final Headquarters Agreement. These ceremonies were followed by a reception given by Mr. Evans for the members of the Executive Board, the members of the Headquarters Committee, permanent delegates of Member States and the representatives of these States in Paris, the representatives of the United Nations and the other Specialized Agencies, as well as many distinguished French guests, amongst whom were the members of the National Commission for Unesco. The representatives of international non-governmental organizations with their headquarters in Paris were also invited.

STAFF APPOINTMENTS

Directorate-General. Mr. René Maheu, Assistant Director-General since July 1954, has been appointed Unesco Representative to the United Nations in New York. This post has been established for a period of three years, from 1 January 1956. Mr. Maheu retains his rank of Assistant Director-General. In addition to his contacts with the Secretary-General of the United Nations, he will be in charge of liaison with governments and with National Commissions for Unesco in North America and Latin America, as well as with the Organization of American States.

Mr. Jean Thomas, Director of the Department of Cultural Activities, has been appointed Assistant Director-General, likewise from 1 January 1956.

Department of Cultural Activities. Mr. Giorgio Rosi (Italy), Inspector at the Ministry of Education in Rome, and in charge of the National Museum of Folk Arts and Folklore, has been appointed programme specialist in the Division of Museums and Monuments. Mr. Rosi was a member of the Secretariat from 1951 to 1954.

DOCUMENTATION AND EXCHANGE OF INFORMATION

Eighth Edition of 'Vacations Abroad'

In January, Unesco published the eighth edition of *Vacations Abroad*. This international handbook, which is issued each year, contains information on vacation courses, study tours, international voluntary work camps, youth and student hostels—and youth centres and camps organized during vacation periods. This latest edition relates to activities planned in 57 countries in Europe, America, Africa and Asia. There is a separate chapter giving details of summer scholarships for attendance at university summer schools.

Vacations Abroad is trilingual, the notices on events being published in English, French or Spanish, according to the country in which they take place.

Advisory Committee on Arid Zone Research

The Advisory Committee on Arid Zone Research held its tenth session at Unesco House from 7 to 10 November. Its Chairman was Mr. Georges Aubert (France), and eight other members attended, from Australia, Brazil, India, Italy, Pakistan, Syria, the United Kingdom and the United States of America. Representatives of the United Nations and several Specialized Agencies were present, in addition to seven French specialists and observers nominated by 10 international non-governmental organizations. The Committee discussed in detail the major project relating to research in arid lands, which the Director-General proposes to submit to the next session of the General Conference of Unesco, as part of the programme for 1957-58. These proposals were warmly welcomed. The programme was established for the Symposium on Arid Zone Climatology, with special reference to microclimatology, which is being organized jointly by Unesco and the Australian Government in Canberra and Melbourne in October 1956. The Committee also discussed methods of organizing integrated surveys, and it was recommended that the Director-General assist the organization of this kind of research in Syria and Pakistan, by calling on experts of various nationalities and by making study grants to Syrian and Pakistani specialists.

The Committee heard a report on the results of the World Symposium on Solar Energy, which took place recently in Arizona (United States of America) with financial assistance from Unesco. They also examined an experimental development project for the use of local energy sources which had been proposed by Mr. E. W. Golding (United Kingdom). The Committee drew the Director-General's attention to the importance of measures to stimulate research on energy sources in arid and semi-arid areas, suggesting a possibility of a Unesco Symposium on Solar and Wind Energy.

Five interim reports relating to different projects at present being carried out with the help of Unesco were also discussed. The Committee recommended that assistance should be given to four new projects and that Unesco should publish the climatic maps prepared by the Laboratory of Climatology at Centerton, New Jersey, United States of America.

As a result of modifications to its statutes, the Committee will henceforth meet only once a year; the next session will take place in Australia in October.

Improvement of Documentation and Scientific Terminology

The International Advisory Committee for Documentation and Terminology in Pure and Applied Science, consisting of nine members of different nationalities, met in London on 17, 18 and 19 November, under the chairmanship of Dr. D. J. Urquhart (United Kingdom). A representative of the International Advisory Committee on Bibliography attended this meeting, as well as observers from the Specialized Agencies, of the United Nations, the Union des Associations Techniques Internationales and several independent invited experts. A number of recommendations were made to the Director-General of Unesco, following on a detailed consideration of the Organization's projects relating to the improvement of 'methods of retrieval and processing of recorded scientific data and information'.

The Committee recommended a wider circulation of its *Monthly Bulletin*; an increase in the number of its national correspondents; encouragement for the compilation of lists of scientific periodicals and the provision of authors' synopses of articles. It also recommended the improvement of records of congresses and symposia and the development of mechanical methods of searching scientific records. The members of the Committee emphasized the expediency of organizing an international conference on retrospective searching and retrieval of scientific literature; they felt that work should be continued in the field of terminology along the lines proposed in the *Report on Scientific and Technical Translating and Related Problems*, which is being prepared by Unesco.

The Committee also discussed certain aspects of copyright; steps to improve the availability of information contained in patents; and, lastly, ways in which scientists use the information they receive.

Following on this meeting, several members of the Committee attended in London the First International Congress on Documentation of Applied Chemistry. After considering a communication on 'Multilingual Technical Dictionaries', presented by the secretary of the Committee, the Congress thought that Unesco should be asked for information on the possibilities for collaboration between national associations in improving the uniformity and equivalence of chemical terminology.

International Advisory Committee on the School Curriculum

The Director-General of Unesco has decided to set up an International Advisory Committee on the School Curriculum. This body, whose draft statutes have just been approved by the Executive Board, is to consist of 10 members, drawn from different parts of the world and representing as far as possible the various curricular trends existing in different regions.

The Committee is to advise the Director-General on measures calculated: to encourage the orientation of school curricula towards international co-operation; to encourage and assist Member States in the re-examination and, if necessary, in the revision of their curricula, in order to ensure the best possible education for children, in the spirit of the Universal Declaration of Human Rights. The Committee will be consulted in connexion with the preparation of Unesco's projects in this field. It may be asked to supervise and guide the preparation of special studies and experiments on the problems of primary and secondary school curricula.

WORK IN THE FIELD

GENERAL ACTIVITIES

Plan to set up an International Centre for the Study of the Preservation and Restoration of Cultural Property

Unesco is at present considering the possibility of setting up an International Centre for the Study of the Preservation and Restoration of Cultural Property (museum objetcts in general, works of art, historical monuments,

ancient books and documents, etc.). The duties of the Centre would be: (a) to collect, study and disseminate information on the scientific and technical problems of preservation and restoration; (b) to co-ordinate, stimulate or initiate research in these fields by means of missions entrusted to organizations or experts, international meetings, publications, exchanges of specialists, etc.; (c) to give advice and formulate recommendations on general or practical questions; (d) to assist in training research workers and technicians and improving the standard of restoration.

It was felt necessary to locate this body in the immediate vicinity of an important national laboratory, of international reputation, possessing the necessary scientific and technical equipment. Unesco had the choice between the Laboratoire Central des Musées de Belgique and the Istituto Centrale del Restauro, in Rome. The Executive Board of Unesco expressed itself in favour of the latter laboratory, after a discussion in which the value of both institutions was recognized.

The Director-General is therefore continuing his negotiations with the Italian Government, in order to work out draft legal, administrative and financial regulations, which will be submitted to the other Member States of Unesco, who may wish to participate with a view to their participation in the work of the proposed Centre.

REGIONAL ACTIVITIES

Regional Science Co-operation Offices

The Latin American Office (Montevideo) has co-operated in the organization of a regional training course on the Methodology of Marine Biological Research, which was held in Brazil from 17 October to 12 November and attended by approximately thirty specialists from seven countries. Lectures at the University of Saõ Paulo were followed by field work in the marine stations at Saõ Sebastiaõ, Canaeia, and at Ubatuba, as well as on board the research vessel 'Ungava'.

A regional Symposium on Plankton was also held at Saõ Paulo, from 3 to 5 November, with the assistance of the Unesco Science Co-operation Office. The experts discussed, in turn: existing documentation, progress achieved in planktology in Latin America and steps to be taken in order to facilitate research in this sphere.

A regional Symposium on Applied Geology, organized with the co-operation of the Middle East Office (Cairo), was held in Ankara from 14 to 17 November last. It was attended by 58 specialists from 12 countries. Topics included: the situation in regard to existing documentation—especially geological maps; problems of the training of geologists in the Middle East; and, lastly, mining legislation and its technical aspects.

Conference on Free and Compulsory Education in Latin America

In Lima (Peru) from 2 to 14 April, Unesco is organizing a Regional Conference on Free and Compulsory Education in Latin America. The necessary action has been taken to enable this meeting to coincide with the Conference of Ministers of Education planned by the Organization of American States (OAS). It is hoped that these two conferences will result in co-ordinated efforts by the 21 American nations and the two Organizations

(Unesco and OAS) concerned in solving the problem of providing a satisfactory education for the 14 million Latin American children who are at present without schools. The conferences should give rise to a regional plan for the Americas that would include: (a) better use of national funds allocated to education; (b) allotment of additional national funds for this purpose; (c) international co-operation, chiefly with regard to teacher training and the financing of school building programmes.

The conference organized by Unesco will be of a purely technical nature. The governments concerned have been invited to carry out an objective study of the state of primary education in their countries or in the territories they administer in Latin America. The United Nations Economic Commission for this region has been asked to prepare a study on the problem of free and compulsory education in relation to economic conditions. Lastly, the Secretariat of Unesco has prepared working papers for the three commissions of the conference, which are to study respectively: administration, finance and legislation; curricula; teacher training.

DIRECT AID TO MEMBER STATES

Over a Million Dollars up to 1 November 1955

In a report submitted to the Executive Board, the Director-General of Unesco stressed the enthusiasm with which Member States had welcomed the direct aid programme.[1] Between 15 March and 1 November 1955, the Secretariat received a large number of requests for aid: 137 requests for experts, 226 for fellowships and 53 for equipment and documentation. These requests represent, in all, approximately $4 million, thus exceeding by about 300 per cent the total funds approved for aid to Member States during the financial period 1955-56.

It was therefore necessary to make a choice among them in the light of the criteria established by the Executive Board. By 1 November, the Director-General had decided to send 98 experts on mission and to award 79 fellowships; he had also approved the despatch of equipment to the value of 72,355 dollars. Unesco extends direct aid to Member States in a number of different ways. In education, it may contribute to the development of free and compulsory primary education or to the organization of national or regional seminars on fundamental or adult education. In the natural sciences, aid is given chiefly for the establishment and operation of terminological bureaux and the development of teaching at university level. In the social sciences, the requests granted cover not only the development of teaching, but also the study of states of tension, the integration of immigrants, social aspects of land reform and evaluation techniques. Cultural activities are not overlooked, direct aid being afforded in connexion with the protection of cultural property, the development of museums, libraries and archives and the organization of education in the arts and crafts. Unesco will also participate in the development of several communication services.

The total amount of aid approved up to the end of October is estimated at $1,099,051. At that date 28 requests were still under consideration; 103 other requests had to be held over for consideration under the 1957-58 programme.

1. See *Unesco Chronicle*, Vol. I, No. 1. pp. 3-7.

Training of Rural School Teachers in Thailand

Unesco has decided to assist the Government of Thailand in the extension of the rural teacher-training college at Ubol, which will work in close association with the Thailand-Unesco fundamental education centre (TUFEC); the latter, which is located near the college, began work more than two years ago. The purpose of this project, which involves, in particular, the despatch of three experts, is: (a) to provide suitable pedagogical training for teachers who are to work in rural schools, at the same time preparing them to act as leaders of the communities in which they will be working; (b) to acquaint fundamental education specialists with the work that rural schools can do for the social and economic development of communities; and (c) in this way link school education with fundamental education by teaching the techniques of both to rural teachers and to fundamental education specialists.

Establishment of a National Fundamental Education Centre in India

Unesco will co-operate with the Indian authorities in the establishment of a national fundamental education centre to work in close association with a basic education centre housed in the same building in Delhi.

The functions of the first-named centre will be: (a) to conduct research in the field of fundamental or social education, with special reference to the devising of methods for the teaching of reading and writing to adults and the organization of other provincial or local centres; (b) to train instructors for the Social Education Organizers' Training Centres, and social education organizers who will be in charge of a district; (c) to produce teaching material; and (d) to act as a clearing house for information on social education.

Unesco will participate in the establishment of this centre by placing two experts at the Indian Government's disposal for a period of two years and contributing towards the purchase of equipment.

EXPANDED PROGRAMME OF TECHNICAL ASSISTANCE

Experts Sent on Mission

Under the United Nations Expanded Programme of Technical Assistance, Unesco sent seven experts to six countries during November 1955.

Afghanistan. Mr. M. Bautista (United Kingdom), a specialist in teacher training and formerly Executive Secretary and Treasurer of the Philippine Public School Teachers' Association, was recently selected to lead a teacher-training team in Afghanistan. His main tasks will be rural education and the training of community leaders.

Miss R. M. Castellon (United States of America), a specialist in women's crafts and a former member of the Institute of Inter-American Affairs in Ecuador, joined the same team. She will be responsible for the training of women teachers in home economics.

Honduras. Mr. J. Almea (Venezuela), formerly adviser on the training of teachers of mathematics and physics at the teacher-training college of El Salvador, joined the Unesco mission in Honduras. He will be employed on the development and improvement of science teaching techniques.

Nicaragua. Mr. M. Utreras Gomez (Ecuador), former Director-General of Education in Ecuador and an expert in educational administration, will make a survey of the educational system in Nicaragua. He will also assist in the revision of the curricula for all grades.

Pakistan. Mr. D. Burns, formerly lecturer at the University of Leeds and an expert in fundamental education, was recently entrusted by Unesco with a second technical assistance mission, having been appointed to advise the Pakistan Government in the execution of its programme for the improvement of living conditions in rural communities.

Philippines. Mr. W. Holmes (New Zealand), former Vice-Principal of the Auckland Education Board, was assigned to a mission with the Bayambang National Teacher Training Centre in the Philippines.

Sudan. Mr. J. Schammout (Palestine), silk-screen technician, was seconded from the United Nations Relief and Works Agency (UNRWA) for a two-week assignment in the Sudan falling under a fundamental education project.

On 30 November 1955, there were 162 Unesco experts on technical assistance missions.

Fellowships

Under the United Nations Expanded Programme of Technical Assistance, Unesco granted eight fellowships during November 1955. The beneficiaries are citizens of Costa Rica, Guatemala, Indonesia, Iraq, Nepal, Peru, Syria and Uruguay. They are studying in the following countries: Belgium, Denmark (2), France (2), India, Mexico and Spain.

PUBLICATIONS

Educational Television in Rural Communities

Attention has often been drawn to the dangers to culture that might arise from an increasingly widespread use of television. These legitimate fears should not, however, cause us to overlook the potentialities of this new means of mass communication. Highly effective because of its audio-visual appeal, television can be a valuable reporter, teacher and entertainer.

Unesco is mainly concerned with the use that can be made of television in adult education; for the social, political and economic development of many countries is bound up with improved education for rural communities. This is a field in which the tele-club can be of great value. Thanks to community reception and to the discussions which this produces, the tele-club encourages or even awakens 'community-consciousness'.

In recent years, the Organization has published two very instructive reports by Mr. Roger Louis and Mr. Joseph Rovan, on the development of the community reception of television programmes in the rural area to the east of Paris, and on the extension of the tele-club movement in French rural communities.[1] Unesco will also publish shortly a larger volume on the results of a sociological survey on the development of television in France in connexion with popular education. This survey was carried out, under the direction of Mr. Joffre Dumazedier, Chairman of the Peuple et Culture movement, coincidentally with a series of telecasts on the modernization of agriculture equipment, organized in collaboration with the services of Télévision Française. Pending the publication of this volume—which we shall review when published—the observations of Messrs. Louis and Rovan will be of interest to educators. They show how far the life of a small and relatively isolated village can be influenced by the use of a television set.

Each commune in the area studied possesses a set which has been collectively purchased and which is usually installed in the school, under the control of the teacher, who organizes and directs the programme. The audiences gather in the evening, two or three times a week, to view the television broadcasts, selected by a committee specially chosen for the purpose. Apart from the 'television newsreel', which is the chief item of interest, the committee selects films, variety broadcasts and plays. Three years of experience have enabled Messrs. Louis and Rovan to form an idea of the influence of television on these rural audiences.

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1. Department of Mass Communication: Clearing House Series: *An Experiment in Community Reception of Television in French Villages* (No. 5, August 1952); *Television and Tele-Clubs in Rural Communities: An Experiment in France*, by Roger Louis and Joseph Rovan (No. 16, July 1955).

Mr. Louis writes as follows: 'If it be true that children's games to some extent reflect their feelings and represent one of their most genuine means of self-expression, it is clear that television exercises a deep influence on the children's minds and behaviour. It is interesting to note, for instance, the revival of all kinds of group games in places where a set has been in use for some time. Thus, an educational broadcast dealing with the Middle Ages provides the theme for a game reminiscent of the medieval tournament. In another village, a very short documentary film on baseball inspires a game which, although it bears only a faint resemblance to baseball, is played according to very strict rules established by the children themselves.... In another connexion, the children often draw on knowledge acquired from television in their school exercises; their compositions bring in a wider variety of illustrations which can frequently be traced back to television programmes.... Lastly, in almost all villages which have had a television set for at least six months, sports clubs, amateur dramatic societies and clubs interested in model aeroplanes, ships, etc. have considerably increased their activities....'

Far from encouraging idleness and lack of initiative, television seems to lead children to create new activities for themselves. This also applies to adults. The television newsreel, for instance, leads viewers to read their morning paper in a new way: 'The fact that the evening before they have seen on the television screen the events described in their paper tends to encourage viewers to seek further details on subjects which are sometimes rather dry....' Moreover, and this is a very important change in the villagers' mode of life, the population rapidly acquires the habit of gathering around the set and exchanging impressions. 'The almost domestic atmosphere of the television show makes such discussions during and after the programmes quite natural, and teachers who had never succeeded in starting discussions in a ciné-club have been induced by the viewers themselves to chat with them (sometimes for a considerable time) at the end of the television programmes.' Mr. Louis adds: 'Many organizers of tele-clubs have told me how surprised they have been to find during these talks that there is a sometimes astonishing increase in the general knowledge of the regular viewers—knowledge gleaned here and there from a film, a play, an interview, a sequence in the television newsreel—so great is the impression made upon the memory by the image's attraction and persuasive power.'

After carrying out a survey on the work of the National Federation for Educational and Cultural Television, a regional newspaper printed an article under the following title: 'Thanks to television, adults are gladly going back to school'. This somewhat picturesquely phrased comment emphasizes one of the most interesting aspects of the experiment. 'In the various communes with television equipment, the school is no longer exclusively a place for children, where they are taught reading, writing and arithmetic, but has become a periodical meeting-place, a centre of recreation and culture for grown-ups as well as for the youngsters....' The school thus increases its sphere of influence, which is revealed in two ways: the establishment of direct and regular contact between the pupil's parents and the teacher, who often finds that the adults take renewed interest in their children's work; a change in the people's view of the part played by the school and the teacher, and the birth of a feeling of respect and affection for an institution which shows itself to be both 'useful and pleasant'.

'For the teacher, the most important fact is that, for the first time, he

has an opportunity of using an instrument that not only pays its own way but, at the same time, provides him with funds; these help to solve the problem of organizing other activities which are expensive—e.g. school excursions—or which necessitate the purchase of expensive équipment.' In fact, after the initial costs and current maintenance expenses have been paid out of admission fees, the school receives regular additional income.

Unesco believes that the French experiment in the use of television for adult education in rural communities has been carried far enough for the result it has achieved to be of direct interest to other and, in particular, less industrialized countries. Television, indeed, is no longer the monopoly of rich countries where thousands of families can buy expensive receiving sets; it is spreading everywhere, even in countries where much of the population, especially in rural areas, has access to it only though the organization of community reception.

TENTATIVE TIMETABLE OF CONFERENCES, MEETINGS AND SEMINARS
January, February and March 1956

Meetings of international non-governmental organizations subsidized by Unesco. and held at Unesco House, are marked by an asterisk (*).

Date		*Place*
JANUARY		
10-10 Feb.	Course on Modern Physics and Mathematics for University Professors (convened by the Latin America Science Co-operation Office)	MEXICO CITY
12-14	Special Committee of the Executive Board. Trusteeship	UNESCO
17-19*	International Music Council (ICM). International Federation of Musical Youth	UNESCO
18*	Co-ordination Committee for International Voluntary Work Camps	UNESCO
25-25 Feb.	Course on Physiology for University Professors (convened by the Latin America Science Co-operation Office	PANAMA
FEBRUARY		
1-3	Working Party to prepare a meeting of experts on the treatment of Asian cultures in Western textbooks and teaching materials	UNESCO
6-11	Meeting of experts on the international exchange of publications	UNESCO
9-11*	International Music Council (ICM). Executive Committee	UNESCO
13-21	International Conference on Educational Research (convened by the American Educational Research Association at the request of Unesco)	ATLANTIC CITY, NEW JERSEY (U.S.A.)
15*	Co-ordination Comittee for International Voluntary Work Camps	UNESCO
17-21*	Round Table on Legal Aspects of Peaceful Co-operation (convened by the International Association of Legal Science)	UNESCO
27-2 March	Inter-Secretariat Working Party on Fundamental Education	UNESCO
28-3 March	Regional Conference of Representatives of National Commissions of Unesco in Asia	TOKYO (JAPAN)
MARCH		
2-3*	Executive Committee Meeting of the Council for International Organizations of Medical Sciences (CIOMS)	UNESCO
5-9*	Tenth Meeting of the Bureau, and Second Meeting of Author-Editors of the International Commission for a History of the Scientific and Cultural Development of Mankind (SCHM)	UNESCO
5-13	Regional Round Table on the Teaching of Social Science in South America	RIO DE JANEIRO

Date		*Place*
6-8	Ninth Conference of Organizers of International Voluntary Work Camps	CHAMONIX (FRANCE)
12-16	International Meeting of Experts on Comparability in Survey Research of Public Opinion	UNESCO
15-17	Special meeting of the Advisory Committee on Arid Zone Research	NEW DELHI
19-22	Symposium on Pharmaceutical Botany (convened by the Latin America Science Co-operation Office)	HAVANA
19-23	Consultative Committee on Adult Education	UNESCO
19-24	Preparatory Meeting of Experts in Humid Tropics Research and Symposium on Methods of Study of Tropical Vegetation (convened jointly by Unesco and the Government of Ceylon)	COLOMBO
19-24*	International Social Science Council. Executive Committee	UNESCO
26-30	International Committee on Monuments, Artistic and Historical Sites and Archaeological Excavations	UNESCO
End of March*	International Theatre Institute (ITI). Executive Committee	UNESCO
End of March*	International Theatre Institute (ITI). Editorial Committee	UNESCO
End of March*	International Theatre Institute (ITI). Theatre and Youth Committee	UNESCO

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